



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## German 5

### **Course Description:**

The curriculum for this advanced elective course is developed from the [Wisconsin Standards for World Languages](#). Students will be exposed to the cultures of German speaking countries and practice skills related to: reading, writing, speaking and listening. Grades are determined by performance assessments, quizzes, tests, projects, essays and daily work. This course receives .5 credits per trimester.

### **Mastery Standards:**

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes:

#### Interpersonal Communication:

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

#### Interpretive Communication:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

#### Presentational Communication:

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Expected [proficiency level](#) at the end of this course: Intermediate Low - Intermediate Mid

Unit	Description of Unit and Learning Targets
<p><b>Unit Title: Freizeitstress (I've got a life too!)</b></p> <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> <li>What do leisure time activities tell us about the values of a culture?</li> </ul>	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of the main idea and key information about freetime in short straightforward informational and fictional texts.</li> <li>Identify the main idea, and key information in short straightforward conversations.</li> <li>Interact with others to meet basic needs in a variety of familiar situations related to freetime, creating sentences and series of sentences and asking a variety of follow up questions.</li> <li>Exchange preferences, feelings, or opinions and provide basic advice on leisure activities, creating sentences and series of sentences and asking a variety of follow up questions.</li> <li>State a viewpoint about the value of free time and give some reasons to support it, using sentences and series of connected sentences.</li> <li>Recognize that significant differences in behaviors exist among cultures, and use appropriate learned behaviors for successful intercultural communication.</li> <li>Exchange diverse positions and perspectives on the concept of free time in linguistically and appropriate ways.</li> </ul>
<p><b>Unit Title: Analog oder digital? (Digital life)</b></p> <p><u>Essential Question:</u></p>	<p>Students will...</p> <p><u>Learning Targets:</u></p>

<ul style="list-style-type: none"> <li>• What do my media habits say about me?</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the main idea and key information about media in short straightforward informational and fictional texts.</li> <li>• Identify the main idea, and key information in short straightforward conversations.</li> <li>• Interact with others to meet basic needs in a variety of familiar situations related to the influence of media, creating sentences and series of sentences and asking a variety of follow up questions.</li> <li>• Exchange preferences, feelings, or opinions and provide basic advice on using various means of communication, creating sentences and series of sentences and asking a variety of follow up questions.</li> <li>• State a viewpoint about the value of media and give some reasons to support it, using sentences and series of connected sentences.</li> <li>• Compare in my own and other cultures' products and practices (importance of the internet and the influence of the news) related to everyday life and personal interests.</li> <li>• Exchange diverse positions and perspectives on the global significance of social media in linguistically and appropriate ways.</li> </ul>
<p><b>Unit Title: Nochmal Deutschland (Why Germany?)</b></p> <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> <li>• How does the county's past define its future?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the main idea and key information about present day Germany in short straightforward informational and fictional texts.</li> <li>• Identify the main idea, and key information in short straightforward conversations.</li> <li>• Exchange information in conversations, and some discussions on the role of Germany in the European Union creating sentences and series of sentences and asking a variety of follow up questions.</li> <li>• Research and give a straightforward presentation on a present day German city using sentences and a series of connected sentences.</li> <li>• Recognize that significant differences in behaviors exist among cultures due to historical factors, and use appropriate learned behaviors for successful intercultural communication.</li> <li>• Exchange diverse positions and perspectives on the global significance of war and freedom in linguistically and appropriate ways.</li> </ul>
<p><b>Unit Title: Generationen (Generations in Movement)</b></p> <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> <li>• How are the evolving trends and roles of families changing?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the main idea and key information about the concept of a family in short straightforward informational and fictional texts.</li> <li>• Identify the main idea, and key information in short straightforward conversations.</li> <li>• Interact with others to meet basic needs in a variety of familiar situations related to family, creating sentences and series of sentences and asking a variety of follow up questions.</li> <li>• Exchange preferences, feelings, or opinions and provide basic advice on the concept of a family, creating sentences and</li> </ul>

	<p>series of sentences and asking a variety of follow up questions.</p> <ul style="list-style-type: none"> <li>• State a viewpoint about the value of family and give some reasons to support it, using sentences and series of connected sentences.</li> <li>• Recognize that significant differences in behaviors exist among cultures, and use appropriate learned behaviors for successful intercultural communication.</li> <li>• Exchange diverse positions and perspectives on the concept of family in linguistically and appropriate ways.</li> </ul>
<p><b>Unit Title: Typisch!? (Really!?)</b></p> <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> <li>• How do language and culture influence individual actions?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the main idea and key information about cliches and stereotypes in short straightforward informational and fictional texts.</li> <li>• Identify the main idea, and key information in short straightforward conversations.</li> <li>• Exchange information in conversations, and some discussions on typical German virtues creating sentences and series of sentences and asking a variety of follow up questions.</li> <li>• State a viewpoint about the reasons for certain stereotypes in different cultures using sentences and a series of connected sentences.</li> <li>• Recognize that significant differences in behaviors exist among cultures due to historical factors, and use appropriate learned behaviors for successful intercultural communication.</li> <li>• Assess options, plan, take steps and reflect on the impact of stereotypes and how they influence our opinions and create prejudice.</li> </ul>